

Date: 24/01/2023

## Higher Education Institution's Response

- **Higher Education Institution:**  
Open University of Cyprus
- **Town:** Nicosia
- **Programme of study**  
**Name (Duration, ECTS, Cycle) Faculty of Economics and Management**

**In Greek:**

Νομική (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο, Εξ αποστάσεως)

**In English:**

Law (4 academic years, 240 ECTS, Bachelor, E-Learning)

- **Language(s) of instruction:** Greek
- **Programme's status:** New
- **Concentrations (if any):**

**In Greek:** Δ/Ε

**In English:** N/A

**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

**1. Study programme and study programme's design and development**  
 (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>There are too many Learning Outcomes ('LO') for the individual modules and the LOs at the programme level should be of a more generic (higher-level) nature rather than being a (random) selection of those from the individual modules.</p>	<p>The list of Programme's Learning Outcomes has been fully revised and it now includes higher level (macro) LOs which reflect better the knowledge and skills the students are expected to acquire. The revised list is annexed to this document (see Annex 1).</p> <p>The list of LOs for all Modules will also be revised in all Study Guides to make them more concrete and measurable so students are clear on what is expected to be achieved when they complete each Module. This will be done prior to the start of the academic year 2023-2024 which will be the first year of offering of the BA in Law in case the Programme is accredited by CyQAA by the newly recruited adjunct faculty/tutors. For the Modules of the first semester of studies, the revision of the LOs is already done by the Programme's Academic Coordinator, as per Annex 2 of this document.</p>	<p>Choose an item.</p>
<p>The ECC encourages the development of the already considered by the Faculty mooted programme, as well as the establishment of a law clinic which will provide students with invaluable practical skills.</p>	<p>The introduction of mooted and the establishment of a law clinic are integral parts of our strategy to educate and train our law students and allow them to gain substantial hands-on knowledge of legal rules and proceedings in real world settings. They will be offered to our students no sooner than the third year of their studies as both the mooted and the law clinic require a certain level of knowledge and experience on behalf of the participants.</p> <p>Regarding the running of the mooted, the panel of experts that will be invited to act as judges will be law professors from our University and abroad, law practitioners, and judges. The panel of experts will also be deciding on the mooted question of the mock trials. Given the online nature of the Law Programme, the students will be divided into groups and the sessions will be running online through the eLearning platform that our University already uses.</p> <p>Regarding the law clinic, it will be set up in Year 3 of the offering of the Law Programme on an experimental basis to fine-tune it, and it will initially provide specialised legal work on cases involving the defense of individuals for human rights violations before the Cypriot Courts and the European Court of Human Rights (ECtHR) in Strasbourg. The clinic is expected to be utilised by a group of around 10 students, it will be managed by the Academic Coordinator of the law</p>	<p>Choose an item.</p>

	programme and will collaborate with a Law Firm based in Cyprus, with which a Memorandum of Understanding will be signed.	
The EEC recommends the use of inclusive and non-discriminatory language (whether in written materials or otherwise) by ensuring, e.g., the use of gender-neutral language.	<p>Academics and researchers who have undertaken the task to prepare the Study Guides of the first two years Modules of the Programme have been asked to ensure that the language they use is free from words and phrases that (i) reflect stereotyped or discriminatory views of particular people or groups, (ii) exclude people from being seen as part of a group.</p> <p>When the Programme is offered, the Module Coordinators will be asked to ensure that inclusive and non-discriminatory language is used and they shall report to the Academic Coordinator at the end of each semester putting forward any relevant suggestions for improvement.</p> <p>The Academic Coordinator will certify in writing that all necessary amendments have been made before the course is offered.</p>	Choose an item.
The references to 'English law' should be consistent with the accepted form that is 'English and Welsh law', including in relation to the content covered in the programme.	The Programme will be offered in Greek only, and we have checked all the Module Study Guides and there is no reference to 'English Law'. Material that will be made available to the students in the future will also be vetted for consistency with this requirement.	Choose an item.
Once the programme commences, the ECC recommends that the feedback loop is closed by communicating with students about how their feedback is taken into account and improvements at the programme and module level are implemented.	At the beginning of each academic year and during the induction session with the students, both the Academic Coordinator and the Module Tutor/Instructor will (i) set out the procedure through which students will be able to assess the Programme and each Module, particularly through the online anonymized feedback survey at the end of each academic semester, (ii) explain the importance of their feedback, and (iii) provide an indicative list of improvements that have been introduced by the Programme's academic team, following past recommendations from the students themselves.	Choose an item.
Consider ways to familiarise students with the practice of law in Cyprus, for instance by inviting guest speakers from practice and/or by organising visits to the Court.	<p>Combining legal theory with practice is a key aspect of the law undergraduate programme. We shall therefore make sure that speakers with extensive experience in law practice are regularly invited to deliver online and/or hybrid lectures to our students.</p> <p>Taking into account that the Programme is offered online, there are some limitations as to visits to national and European courts with physical presence. Such visits will be</p>	Choose an item.

	<p>organised for those students who wish to participate, and relevant contacts with the Cyprus Supreme Court and the Court of Justice of the European Union will soon be made. However, alongside those visits and in order to accommodate all students, recorded hearings will also be attended online, e.g. <a href="https://www.echr.coe.int/Pages/home.aspx?p=hearings&amp;c">https://www.echr.coe.int/Pages/home.aspx?p=hearings&amp;c</a>.</p> <p>In addition, our teaching methodology is practice-oriented, in the sense that Modules are taught through case studies, whereby students begin by studying a case and are then taught the theory that they need to apply in order to solve the practical issue that arises from the case study. Moreover, all interactive educational activities available to each Module provide students with opportunities to deepen their learning by applying new knowledge into practice.</p>	
<p>The comment made [by OUC] during the site visit that the aim of the programme is to obtain an exemption for its students with regard to the Legal Council's entry exams is commendable, but also quite ambitious as it does not seem to be the case for other programmes in Cyprus.</p>	<p>Our goal is to make sure that our students will be exempted from the Legal Council's entry exams once they successfully conclude the relevant Modules in our law programme. It is indeed a very ambitious goal and we cannot guarantee that it will be met; however, we shall do our best to achieve it.</p>	<p>Choose an item.</p>

## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
<p>Professional placements should be considered to be introduced as an accepted good practice. When looking for appropriate opportunities for students, it is imperative that students' demographics is taken into account and the processes of selection for the placements do not disadvantage students from lower economic backgrounds. This might require looking at potential (internal and/or external) funding to cover the costs for disadvantaged students.</p>	<p>The EEC's comment for professional placements has been taken seriously into consideration, yet there are some limitations in view of the fact that this is an online Programme and most probably students will be geographically dispersed, as well as being in their majority working people.</p> <p>As far as Cyprus is concerned, professional placement options will certainly be offered to our law students by the Industry Liaison Office of our University.</p> <p>All OUC students also have the opportunity to apply for an Erasmus+ funding for internships in a country other than the country of their residence.</p>	<p>Choose an item.</p>

	<p>The Programme will also seek to attract external funding and support by law firms willing to cover the costs of such professional placements.</p>	
	<p>In addition to the above, the Programme will consider options for additional support for students with fewer opportunities, such as students from disadvantaged economic backgrounds. Currently, OUC offers tuition discounts to students with fewer opportunities, such as single parents, recipients of minimum guaranteed income, etc., but only for Masters and Doctoral Programmes. This is a financial issue which falls under the competence of the Council of the University.</p>	<p>Choose an item.</p>
<p>While the EEC emphasises the benefits of any form of interaction and collaboration, the online synchronous teleconferences and real-time collaboration among students might be hard to scale if in the future years the programme is expanded internationally and/or attended by many students across different time zones.</p>	<p>The use of synchronous teleconferences serves as a means to keep students motivated on a regular basis and keep track of their progress in a more structured manner. It is noted that all teleconferences and group tutorials are digitally recorded so that students can make use of those recordings any time they wish.</p> <p>All Tutors have office hours that students can use to contact them directly in a synchronous manner. In addition, we shall ensure that the asynchronous forms of communication are strengthened so that all students benefit equally (e.g. pre-recorded lecturing if needed, group discussions in forums, interactive educational activities).</p>	<p>Choose an item.</p>
<p>The EEC wants to point out that onsite final exams may not be in line with the learning style of online students, while online exams supported by proctoring methods cannot scale. Instead, the EEC recommends reinforcing the collaborative learning activities and formative continuous assessment through written assignments during the course, if allowed by the governing and/or legal framework.</p>	<p>The Open University of Cyprus opts to hold online exams, instead of on-site exams, to the extent where this is possible within the applicable legal framework. During the Covid-19 pandemic online examinations were the norm. Post-pandemic, online final exams will be held for all the students as long as national accreditation agencies and bodies do not prevent it. It is noted that the final exams are only one of the methods we use to assess our students; still, it should be also noted that we are required by CYQAA regulations to weigh final exams grades as at least 50% of the total evaluation score.</p> <p>In all Modules, the students will also be formally assessed on two written assignments and various interactive exercises, while summative assessment will include summary questions at the end of synchronous sessions participation in the discussion forums etc. As</p>	<p>Choose an item.</p>

	a result, formative and summative continuous assessment is ensured.	
--	---	--

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>As a public institution, OUC is subject to serious regulatory constraints on its mode of operation, budget and staffing. One consequence of those constraints is that the majority of [teaching] staff are adjunct rather than permanent [faculty] members ... the practical effect of the current model is to create job insecurity and inequality in terms of the different modes of employment ... The University's reliance on adjunct faculty sometimes creates a situation in which an adjunct staff is hired only a couple of weeks before the module starts. The current model, with two permanent staff, is not sustainable, as it makes it more difficult to attract staff based on their availability and other work commitments.</p>	<p>We do share the EEC's opinion that all Programmes of Study should have an adequate number of permanent academic staff, instead of relying so heavily on adjunct faculty members, i.e. Tutors. Following requests by all Faculties, the University can apply for new faculty positions (Lecturers, Assistant Professors, Associate Professors and Professors) when submitting its annual budget to the competent Ministries of Education and Finance, but new openings for permanent academic staff must be decided by the Government.</p> <p>The Faculty of Economics and Management has recently recruited an Assistant Professor, and is in the process of recruiting 3 additional members of staff. Granted this, in due time following the offering of the BA in Law, and based on student enrollments, the Faculty of Economics and Management will propose to the Senate of the University that two new positions of permanent law academic staff will need to be considered for the smooth running of the Programme.</p>	<p>Choose an item.</p>
<p>The model [described above] expects adjunct staff to continue producing research that will benefit the OUC's research culture, but does not provide them with any remuneration for it.</p>	<p>As a matter of fact, the main tasks of the adjunct faculty / tutors are teaching and academic student support. When evaluating their applications, we do consider their research output.</p> <p>Yet, because of the fact that the University is relying heavily on adjunct staff, it considers ways to engage them in research activities. One of the measures recently taken is that adjunct staff are eligible to apply as principal investigators for external research funding with an OUC affiliation, while they can also work as researchers in internal and external OUC research projects.</p>	<p>Choose an item.</p>
<p>The EEC encourages the further provision of e-learning and teaching training for staff. The effectiveness of the e-learning training programmes could</p>	<p>Teaching staff, permanent and adjunct alike, are trained on a yearly basis on e-learning tools, instructional design, etc. It is already an established practice of the Laboratory of Educational Material &amp;</p>	<p>Choose an item.</p>



<p>perhaps be better illustrated with the provision of certification relevant to distance learning, which would also highlight the professional development of staff.</p>	<p>Methodology, and the E-Learning and Digital Content Management Sector of the Information Technology Services of our University, to issue a certificate of successful attendance once the relevant courses are concluded. The successful completion of these training courses, as attested by such certificates, is one of the elements that is taken into consideration when hiring adjunct staff, as one of the selection criteria is “distance learning teaching experience in the last five years and ability to use state-of-the-art technology”. Current adjunct staff must successfully complete such courses as a prerequisite for further employment.</p>	
<p>The EEC suggests incorporating the Sustainable Development Goals (SDGs) of the UN Agenda 2030 in the training programmes for the teaching staff in order to redesign the teaching materials accordingly.</p>	<p>The University is planning to do a mapping exercise of the UN SDGs against our teaching and learning processes and the curriculum of all Programmes of Study. This ‘audit’ exercise will allow us to align our actions and educational materials accordingly.</p> <p>In regard to the content of the training programmes offered by the ICT Unit and the Laboratory of Educational Material &amp; Methodology to all teaching staff, we will notify them of this proposal.</p>	<p>Choose an item.</p>

**4. Student admission, progression, recognition and certification**  
(ESG 1.4)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
<p>The OUC should have a rigorous process for the data collection on the dropout rate year on year while providing measures to mitigate it.</p>	<p>Learning analytics are derived and evaluated by academics on the University's eLearning Platform, which offers specific and detailed analytics on each module, and even on each weekly segment. Teaching staff monitor students' participation in the online weekly sessions, their use of eClass, and follow-up on their coursework submissions. The Programme also monitors success rates and dropouts. Nevertheless, following the EEC comments, an effort will be made to further enhance the existing processes and potentially mitigate the dropout rates by more rigorous mentoring monitored by course coordinators.</p>	<p>Choose an item.</p>
<p>More sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning are encouraged.</p>	<p>The EEC suggestion is carefully taken into consideration. Concerning learning analytics, please refer to the above point. The University's eLearning Platform does use reporting for learning analytics, including the use of eClass by students, time spent on the eLearning Platform and the various group tutorials, grades, pass marks, etc. We do note the recommendation to search for more sophisticated AI and Machine Learning based learning analytics, and there is a plan to consider available plug-in options during 2023.</p>	<p>Choose an item.</p>
<p>Student feedback is recommended to be collected by questionnaires at module end and measures for improvement to be considered as well as the effectiveness of these measures to be assessed.</p>	<p>Currently, the anonymised online student questionnaire surveys are administered at the end of the Module, following the examinations period. This is currently subject to revision, and the aim is to collect feedback from questionnaires before the final exams. Students' responses are evaluated, and a feedback report is provided to the Academic Coordinator of each Programme of Study. Teaching staff receive their personalised evaluation and feedback as well. Students' feedback is considered by the Academic Coordinator and the academic team of each Programme to revise, where needed, individual Modules, the Programme as a whole, and/or amend teaching and learning processes. A detailed report at the end of each academic year is submitted for each Programme to the relevant Faculty.</p>	<p>Choose an item.</p>

**5. Learning resources and student support**  
(ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
<p>To further facilitate the development of supportive communities of students, the EEC encourages further development of rules, and communicating them clearly to students, to prevent online (as well as offline) bullying and harassment as well as to educate students about privacy rights in the online environment.</p>	<p>When students enrol in the Open University of Cyprus they agree to a Code of Conduct for the use of the University's eLearning Platform. Moreover, privacy issues are dealt with as per the information provided on our website: <a href="https://www.ouc.ac.cy/index.php/en/terms-policy">https://www.ouc.ac.cy/index.php/en/terms-policy</a></p> <p>Recently, the University has issued an updated Code of Ethics, which deals with issues such as privacy, harassment, bullying, proper communication, rights for people with disabilities, etc. This Code of Ethics is currently only available in Greek though. Plagiarism issues are dealt with in the Internal Student Disciplinary Regulations.</p> <p>The comments of the EEC for revision of regulations in relation to students misbehaving will definitely be taken into consideration and where the OUC sees fit, alterations will be made to the relevant regulations. The ultimate goal is to maintain an inclusive and secure environment among students where everyone feels free to express their concerns and complains.</p> <p>In addition to the above, when we set up the courses of the New BA in Law in our eLearning Platform, we intend to include some relevant guidelines for our students, such as the following that is already mentioned in other OUC Programmes:</p> <p>"eClass enables you to communicate with your tutors/instructors and fellow students through the Discussion Group. This is a communication platform where you can post questions, news, information and other material.</p> <p>For the smooth functioning of the platform, it is advisable to keep the following in mind:</p> <ol style="list-style-type: none"> <li>a. Avoid conflicts, argumentative or inflammatory expressions or provocations.</li> <li>b. Avoid any statement that may offend the ethnicity, racial origin, gender, religious belief, political opinion, profession, social class and/or sexual orientation of the interlocutor.</li> </ol>	<p>Choose an item.</p>

	<p>c. Demonstrate a spirit of cooperation, solidarity and collegiality.</p> <p>d. When responding to colleagues' questions or commenting on information and news, please take care not to do so through a new post, but by clicking on the "Reply/Reply" button. This way, all comments on the same topic stay clustered in the same "thread" and are easier to locate.</p> <p>e. Refrain from posting information or comments unrelated to the subject matter of the Topic of the Discussion.</p> <p>We encourage you to feel free to use this platform whenever you encounter difficulties in your studies or wish to communicate with your fellow students or with your instructors/tutors on issues related to your studies.”</p>	
--	---	--

**6. Additional for doctoral programmes – DOES NOT APPLY**  
(ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

**7. Eligibility (Joint programme) – DOES NOT APPLY**  
(ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>To reconsider the number and classification of the Learning Outcomes and more clearly relate the overall programme level to the LOs of the various modules;</p>	<p>The list of Learning Outcomes of the programme have been fully revised to reflect better the knowledge and skills that students are expected to acquire. The revised LOs list at Programme level is annexed to this document. For the Modules of the first semester of studies, the revision of the LOs is already done by the Programme's Academic Coordinator, as per Annex 2 of this document. The rest of the Module Study Guides will be revised in due time by the newly recruited teaching staff of the New Undergraduate programme in Law.</p>	<p>Choose an item.</p>
<p>To adapt more gender-neutral and inclusive language throughout all documents;</p>	<p>Attention will be given to ensure that the content of the Study Guides of all Modules is free from words and phrases that (i) reflect stereotyped or discriminatory views of particular people or groups, (ii) exclude people from being seen as part of a group. When the programme is offered, the course coordinators will be responsible for ensuring that inclusive and non-discriminatory language is used and they shall report to the academic coordinator at the end of each semester putting forward any relevant suggestions for improvement.</p> <p>The Academic Coordinator will certify in writing that all necessary amendments have been made before the course is offered.</p>	<p>Choose an item.</p>
<p>To close the evaluation circle of course assessments by providing feedback to students on the way in which suggestions have been incorporated;</p>	<p>At the beginning of each academic year and during the induction session with the students, both the academic coordinator and the module instructor will (i) set out the procedure through which students assess the programme and the module, (ii) explain the importance of their feedback, and (iii) provide an indicative list of improvements that have been introduced following recommendations from the students themselves. Please refer to our detailed response above.</p>	<p>Choose an item.</p>

<p>To ensure that forms of interaction and collaboration through online synchronous teleconferences and real-time collaboration among students are sustainable in the future years;</p>	<p>Digital communication and collaboration is essential for any Online Programme to facilitate student engagement, and real-time communication can help increase a sense of community in the online classrooms and student cohorts. Synchronous communication, as indicated by the EEC, can be a challenge to plan due to students being at different locations, schedules and time zones. For this reason, all online lectures and group tutorials are digitally recorded so that students can make use of it any time they wish. In addition, we shall ensure that the asynchronous learning and forms of communication are strengthened so that all students benefit equally.</p>	<p>Choose an item.</p>
<p>To reinforce the collaborative learning activities and formative continuous assessment through written assignments during the course, to prevent having to rely on onsite examination at distant locations;</p>	<p>The Open University of Cyprus prefers to hold online exams, instead of on-site exams, to the extent that this is possible within the applicable legal framework. It is noted that the final exams are only one of methods we use to assess our students; still, it should be also noted that we are required by CYQAA regulations to weigh final exams grades as at least 50% of the total evaluation score. Both formative and summative assessment methods will be used throughout the programme. As per CYQAA instructions, weekly interactive educational activities are introduced in all Modules to ensure that students interact with the educational materials, their peers and their Tutors.</p>	<p>Choose an item.</p>
<p>To start a discussion on how to make sure that research activities by adjunct staff are rewarded as they form the basis of good academic teaching;</p>	<p>The University is trying to remedy this situation. One of the steps that has recently been taken is that adjunct staff are eligible to apply for external research funding pertaining their affiliation to the University.</p>	<p>Choose an item.</p>
<p>To consider introducing more sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning;</p>	<p>The EEC suggestion is carefully taken into consideration, despite the fact that the Learning Analytics currently used are adequate for the support we provide to our students and for teaching purposes. Depending on budget constraints, and available human resources, an attempt will be made to invest further in more sophisticated learning analytics mechanisms, but this is not something that is expected to happen during 2023.</p>	<p>Choose an item.</p>



### C. Higher Education Institution academic representatives

<b>Name</b>	<b>Position</b>	<b>Signature</b>
Associate Professor Alexandros Tsadiras	Programme Academic Coordinator	
Professor Vayos Liapis	Vice Rector, Chair of the University's Internal Quality Assurance Committee	
Professor Yannis Manolopoulos	Faculty of Pure and Applied Sciences, Member of the University's Internal Quality Assurance Committee	
Assoc. Professor Elpidoforos Soteriades	Faculty of Economics and Management, Member of the University's Internal Quality Assurance Committee	
Assoc. Professor Vayia Karaiskou	Faculty of Humanities and Social Sciences, Member of the University's Internal Quality Assurance Committee	
Elena Gregoriou	Head of the OUC Academic Affairs and Student Welfare Services, Member of the University's Internal Quality Assurance Committee	
Erato Ioanna Sarri	Coordinator of the OUC Rectorate (Strategy – Quality – Outreach) and the University's Quality Assurance Office, Member of the University's Internal Quality Assurance Committee	

**Date:** 24/01/2023

### C. Higher Education Institution academic representatives

<b>Name</b>	<b>Position</b>	<b>Signature</b>
Associate Professor Alexandros Tsadiras	Programme Academic Coordinator	
Professor Vayos Liapis	Vice Rector, Chair of the University's Internal Quality Assurance Committee	
Professor Yannis Manolopoulos	Faculty of Pure and Applied Sciences, Member of the University's Internal Quality Assurance Committee	
Assoc. Professor Elpidoforos Soteriades	Faculty of Economics and Management, Member of the University's Internal Quality Assurance Committee	
Assoc. Professor Vayia Karaiskou	Faculty of Humanities and Social Sciences, Member of the University's Internal Quality Assurance Committee	
Elena Gregoriou	Head of the OUC Academic Affairs and Student Welfare Services, Member of the University's Internal Quality Assurance Committee	
Erato Ioanna Sarri	Coordinator of the OUC Rectorate (Strategy – Quality – Outreach) and the University's Quality Assurance Office, Member of the University's Internal Quality Assurance Committee	

Date: 24/01/2023

## ANNEX I

### Existing list of intended learning outcomes

### Revised list of intended learning outcomes

#### 2. Intended learning outcomes:

The students who will successfully complete the graduate programme under evaluation are expected that they will be able to:

#### 2. Intended learning outcomes:

The students who will successfully complete the graduate programme under evaluation are expected that they will be able to:

#### Knowledge

- Mention the branches of Law and underline the scope and limits of each.
- List the basic responsibilities of the new Supreme Court of Cyprus.
- Define the sources of Administrative Law.
- Know the tools available to international law for resolving disputes between states
- Know the meaning of the term "human rights" and its evolution.
- Describe the institutions of the European Union.

#### Knowledge

- Mention the various branches of law.
- Know how to interpret legislative texts and jurisprudence.
- Mention the basic principles of the law profession.
- Define the rules of legal methodology and the techniques for formulating and presenting legal arguments.
- Mention the rules of research and legal ethics.
- Know basic legal terminology in English.

#### Comprehension

- Distinguish between the competences of the Union and the Member States.
- Understand the criterion of the Private Investor in a Market Economy.
- Identify the importance of the principles governing Criminal Law.
- Explain the content and scope of the principles of Evidence Law.
- Distinguish between the jurisdictions of the civil courts
- Distinguish between the institution of marriage and cohabitation.

#### Comprehension

- Distinguish between various interpretative techniques.
- Understand the latest developments and practices in law.
- Identify the importance of the general principles of law.
- Explain the basic dispute resolution methods.
- Understand the Cypriot legal system and the role of legal professions in this system.
- Understand how to make oral presentations of complex legal issues and court decisions using electronic media.

#### Application

- Apply theoretical concepts in order to address issues and problem in real-world scenarios.
- To prepare papers and memoranda with logical structure and legal argumentation.

## Application

- Apply in practice the case law of the family courts (first instance and appellate) and the Supreme Court.
- Solve problems related to the division of responsibilities between the various institutions for the protection of human rights, at international, regional and EU level.
- Utilize the case law of the International Court of Justice in The Hague in order to understand the scope for resolving contemporary international disputes.
- Enforce court decisions in cases of private international law.
- Apply the rules of tort law in practical cases.
- Utilize the rules of Criminal Procedure in real cases.

## Analysis

- Analyse the content and operation of the five types of warrants: Habeas Corpus, Mandamus, Certiorari, Prohibition, Quo Warranto.
- Evaluate the role of the courts in the protection of workers in the context of Labour Law.
- Summarize the case law of the courts on the principle of the polluter pays in Environmental Law.
- Analyse the particularity of the unwritten constitutional law of the United Kingdom.
- Summarize the sovereign rights of coastal states.
- Discuss the basic principles of Succession Law.

## Synthesis

- Propose solutions to problems arising from the application of rules of contract law
- Summarise the pros and cons of EU accession to the ECHR in the light of EU law

- Utilise the case law in order to solve complex problems in law business.
- Manage their time properly, meet deadlines and work as part of a team.
- Recognise key legal issues and respond with logical legal arguments to practical questions and case studies.
- Express themselves orally with precision and persuasiveness and formulate legal arguments and concerns in a structured manner.

## Analysis

- Develop a critical and analytical way of legal reasoning.
- Evaluate the role of courts in the development of legal norms.
- Act as critical and independent thinkers that can effectively utilise knowledge within a demanding legal environment.
- Analyse the basic differences between public and private law.
- Summarise the principles that permeate the Cypriot legal system.
- Discuss the peculiarities of the Cypriot legal system.

## Synthesis

- Combine theoretical and empirical knowledge in different areas of law.
- Conduct systematic and in-depth research utilising all legal sources and bibliographic material, printed and electronic.
- Carry out comparative research of various legal sources.
- Make proposals for further improvement of the Cypriot legal order.
- Clarify the hierarchy of legal norms.
- Summarise the latest developments in the legal theory.

- Clarify some aspects of the operation of the basic principles of Tax Law.
- Make proposals for further improvement of the rules of Bankruptcy law
- Clarify the hierarchy between the unwritten and written sources of EU law.
- Summarize any legislative gaps in individual regulations of company law.

### **Evaluation**

- Assess the role of International Law in the national issues of Cyprus and Greece.
- Evaluate the areas in which Medical Jurisprudence provides insufficient solutions.
- Compare the protection of human rights provided within the EU with that recognized and granted internationally.
- Appreciate the particularly important work of the courts in protecting the environment
- Evaluate the jurisdiction of the Supreme Court of the United Kingdom.
- Appreciate the future development of international law.

### **Evaluation**

- Assess the sources of Cypriot, European and international law.
- Evaluate information and appreciate the need for evidence-based decision-making.
- Compare the Cypriot legal system with other systems abroad, such as the UK and Germany.
- Appreciate the unique importance of different areas of law.
- Evaluate the outcome of court cases.
- Appreciate legislative and jurisprudential developments in various areas of law.